

PRACTICAL HANDWRITING

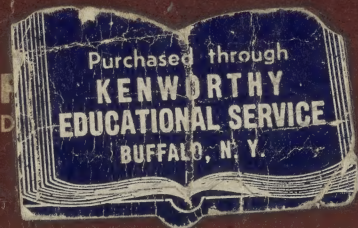
—a series of child-centered, activity writing texts

BOOK • IV

PROPERTY OF
SHERWOOD CENTRAL SCHOOL
AURORA, N. Y.



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L D R A W I N G C O M P A N Y
CHICAGO, ILLINOIS

Foreword

Success in teaching writing depends entirely on the teacher's efforts. It is necessary that she acquaint herself with all of the directions, and become familiar with the general plan of the system. She should devote her whole time to the lesson, just as she does in teaching any other subject.

At the beginning of the year, pupils should be drilled in blackboard writing, which will aid in form study and freedom of movement. Those at the blackboard should be instructed to keep the hand in front of the face and avoid reaching too high on the board.

Special attention to counting should be given by the teacher, to insure uniformity of movement and rate of speed. The count is indicated by the small figures on the copies.

The speed must be determined by the teacher, but it should never be so great as to sacrifice good form. Scribbling should never be allowed. In grading papers in other subjects, it will be found helpful and stimulating to allow an extra point for good writing.

Letters throughout the book are grouped according to similarity of movement used in making them. Small letters are given first because more time should be devoted to small letters than to capitals. Pen and ink writing is introduced in Book III.

All materials used in the writing lesson (paper, pen points, pen staffs and ink) should be uniform and of good quality. The use of

paper that is too absorbent, or pen points that scratch and spatter, results in carelessness.

SUGGESTIONS FOR CLASS STIMULATION

Collect specimens from all pupils. Classify those pupils who use good movement and good form as being eligible for membership in "The Airplane Club." Pupils who use good movement, but whose papers are deficient in form, would be eligible for membership in "The Automobile Club." Pupils who use slow movement and make poor forms would be eligible for membership in "The Horse and Buggy Club." Those pupils who use cramped finger movement, making heavy, irregular, rough lines, would be eligible for membership in "The Wheelbarrow Club."

No activity is necessary for these clubs; simply write the roster of the several clubs on the bulletin board. You will find all pupils will make an effort to become members of "The Airplane Club."

SUGGESTIONS FOR SUPPLEMENTARY LESSONS

Dictation of poems, paragraphs, and sentences. Drills in figures. Illustrative lesson, using pictures, Christmas cards, seals, etc., appropriate for the following holidays: Columbus, Armistice, Thanksgiving, Christmas, Washington's Birthday, Valentine, Easter and Mothers Day.

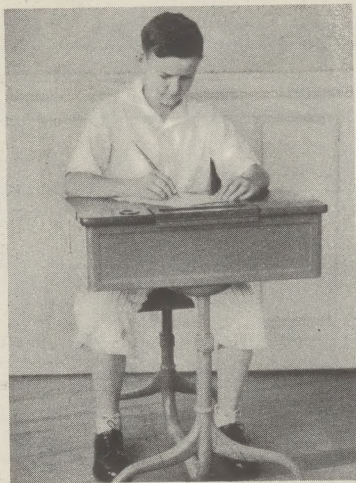
i u w e c r s o a n m
 v x t d p l b h k f
 g j y g z

O A C E D L S G I J
 P B R K K T F N M
 V U Y X W Z Z

Standard Letter Forms: The above letters are not in alphabetical order, but are arranged in groups according to the similarity of movement used in making them.

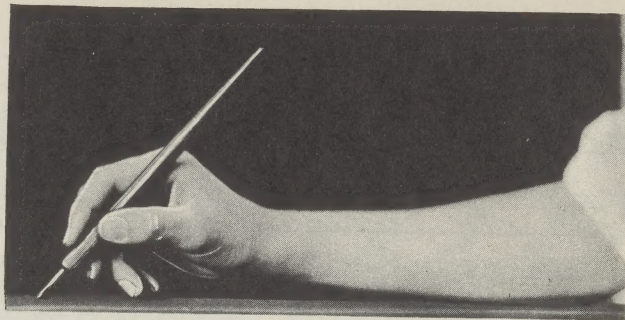
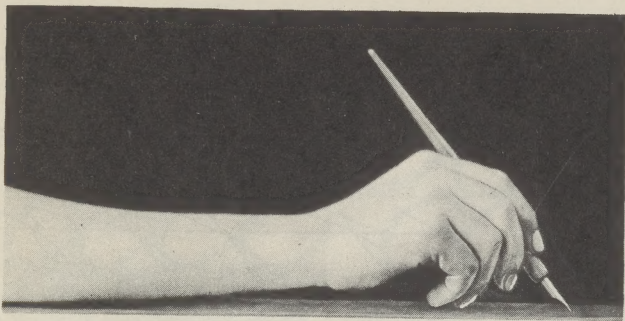
They are also arranged in the order in which practice is given

throughout this book. Letters based on the direct oval movement are given first. Small letters make up the body of a page of writing, and therefore receive first attention because more study and practice should be devoted to them.



The above illustrations show how pupils should sit at their desks. Notice that the desks are cleared of all books. Pupils should face forward, with both arms on the desk to keep the shoulders level. The head and body incline slightly forward to allow ease in visuali-

zation. The feet should rest flat on the floor in a comfortable position. Relax for free, easy movement. Note the position of the paper, which insures correct slant of writing. Read suggestions on inside of front cover. It is useless to practice without the correct position.



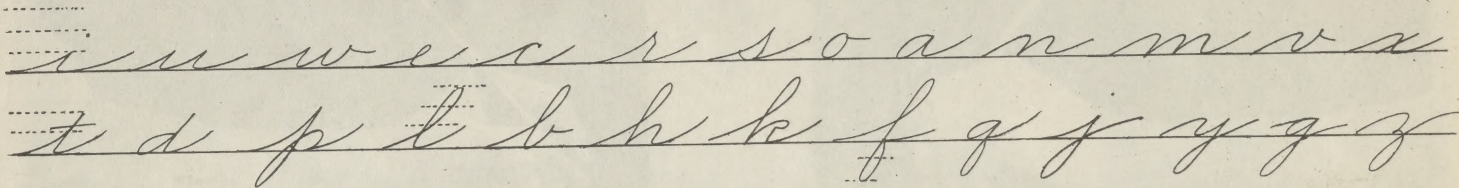
POSITION OF HAND—BACK AND FRONT

Holding the Pen: The position of the hand and the manner of holding the pen are shown above. Observe, first, that the pen crosses the second finger at the root of the nail, and passes near the knuckle joint of the index finger. Second, notice that the end of the thumb touches the pen opposite the first joint of the index finger. Third, notice that the hand rests on the nails of the third and fourth fingers, and that the wrist does not touch the desk.

The pen points toward, or a little below, the right shoulder. When the pen points to the right of the forearm instead of toward

the shoulder, or at least between the shoulder and elbow, it is a sure indication that the hand is resting on the side, which retards free arm movement. No amount of practice will accomplish the desired results unless correct position is so well learned that it becomes a habit and is maintained in all written work.

The importance of correct position, then, cannot be overestimated; lack of attention to it is the paramount cause of poor writing. A habit for correct position should be formed in the primary grades, thus avoiding future difficulties.



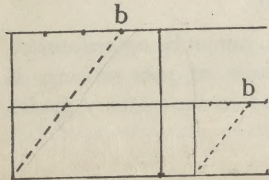
RELATIVE HEIGHTS OF LETTERS

To show the relative size of one letter to another, group the letters as shown in the above plate. By drawing five horizontal lines one inch apart on the board, there will be four spaces, three of which will be the height of the loop letters and capitals; two spaces will be the height of the semi-extended letters ("t," "d" and "p"); while the shorter letters occupy one space only, with the exception of "r" and "s," which extend slightly above. The four spaces made by the

five lines represent the space between two blue lines of the practice paper. Loops below the line are two spaces long.

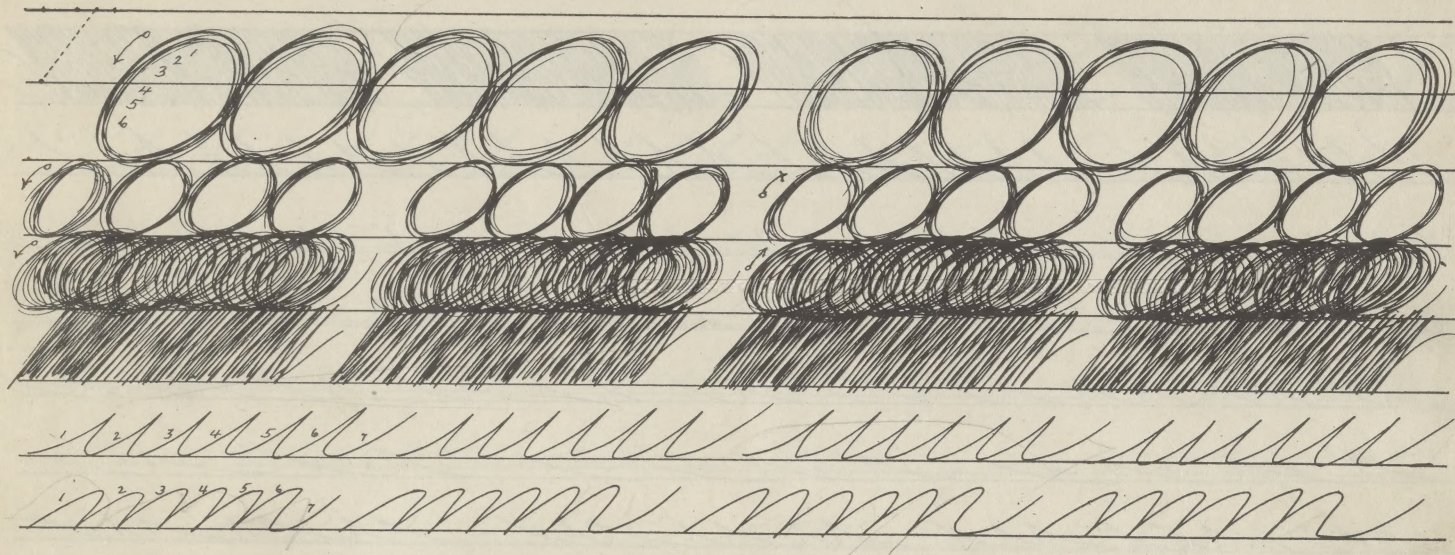
The scale of the form as shown above is standard. Of course, all letters may be increased or decreased, but the scale or relative size should be maintained. The height of the short letters may be used as a scale by which to measure the height of the other letters, as occasion demands large or small writing.

METHOD FOR FINDING THE CORRECT SLANT



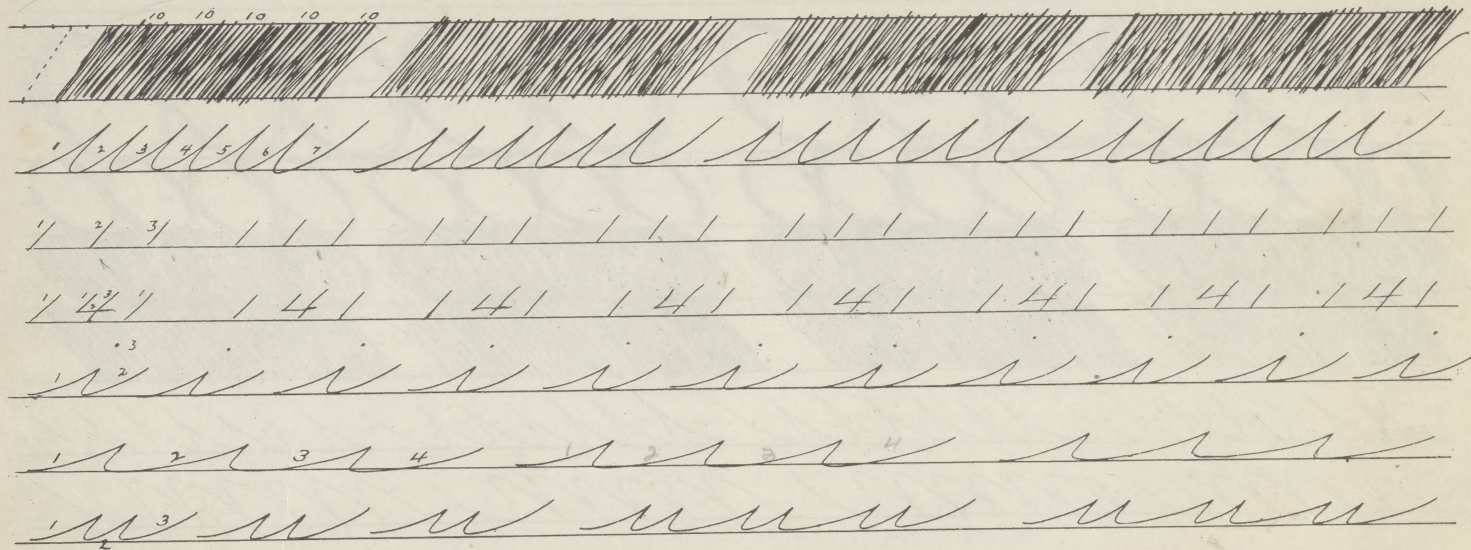
Construct a square, any size; divide the top side into four equal parts by first dividing it in half, then dividing each half in two parts. From the third dot, at

"b," draw a line to the lower left-hand corner of the square. The result is a line on a 55° slant, which is generally accepted as the correct slant for all writing. Pupils may easily learn how to draw correct slant lines on practice paper by following these simple directions.



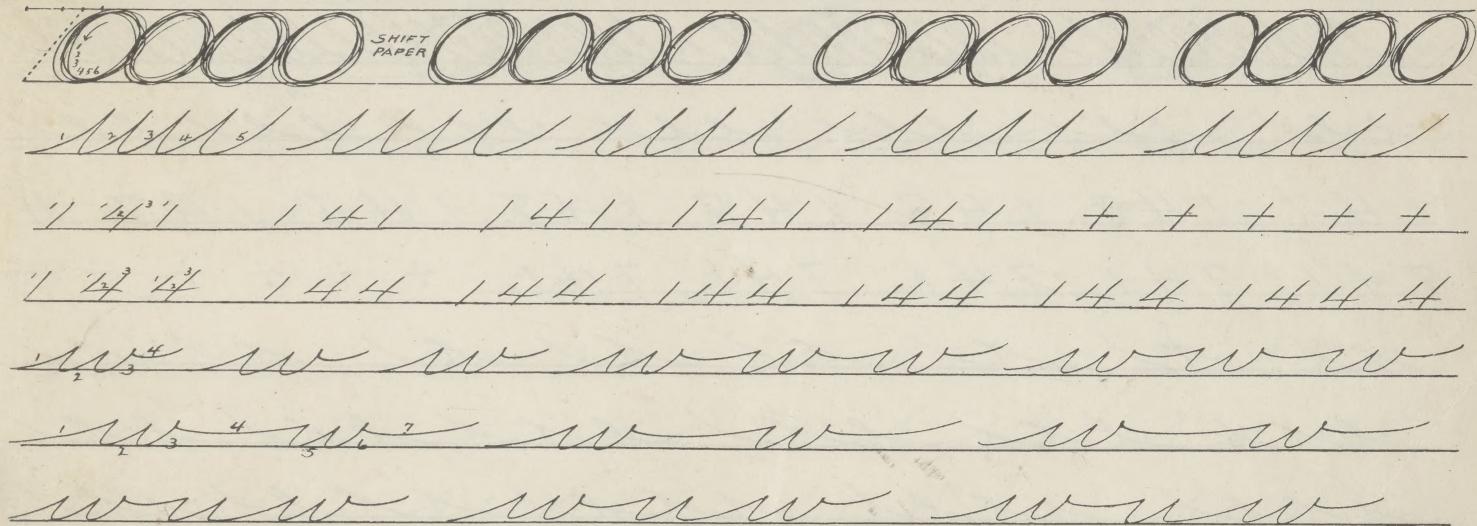
The above exercises are applicable to nearly all script letter forms. There is only one movement which is not shown on this page, *viz.*, the compound curve, often called the double curve, as found in the downward stroke of capital "L" and "S" and in the swing over the

top of "T" and "F." These exercises may be referred to frequently for supplementary practice. They must be made with free arm movement, however, or the time spent in practice on them will be wasted. This is a good page for review.



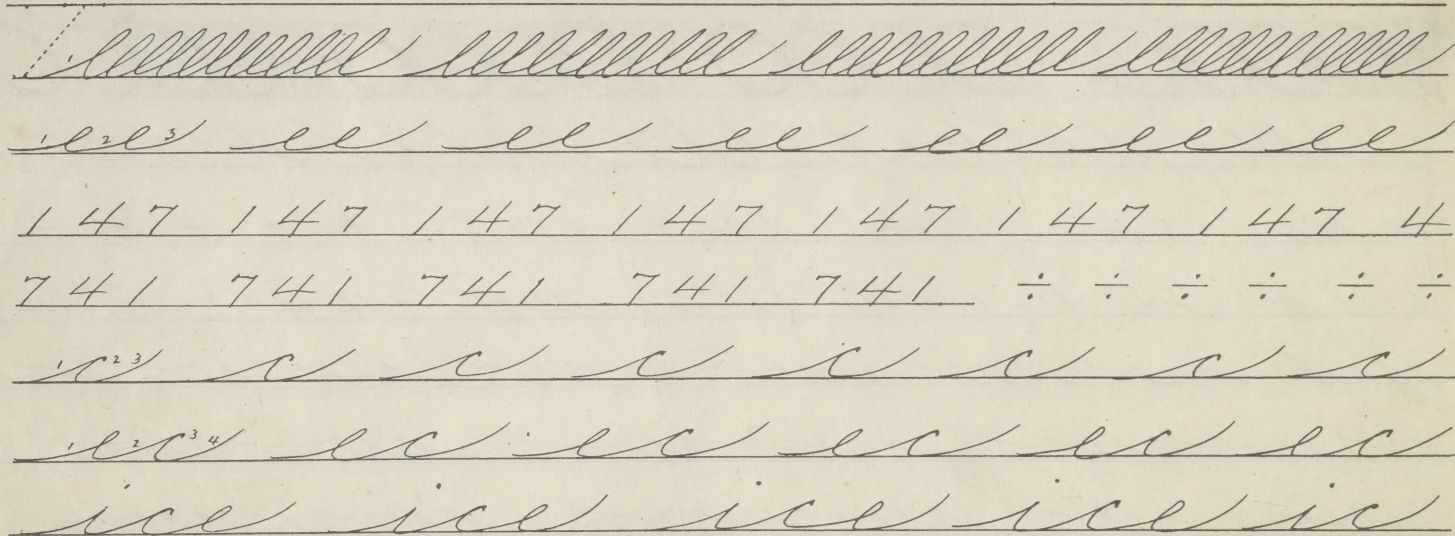
See that you have the correct position, then practice the push and pull drill on the correct slant, since many small letters have straight downward strokes. Swing arm freely from left to right for graceful

curves that form beginning and ending strokes. The "i" has two curved lines and one straight line. The space between the two straight lines or points of "u" should be equal to height of the letter.



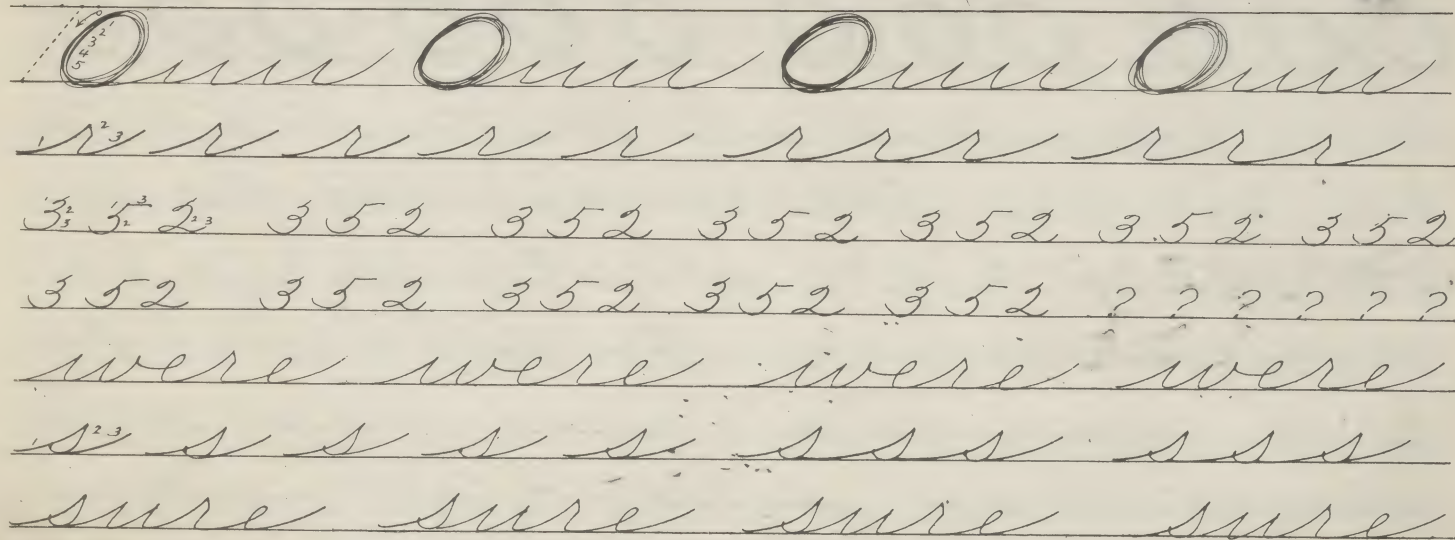
Practice the drills at the blackboard first. When working at the desk, be sure to shift the paper in order to keep a good position. The first part of "w" is like the "u." The space between the last point

and the finish is narrower than the "u" part. Stretch the line between "w's" like stretching a rubber band. Slide hand freely, and make the letters rest on the line. Practice figures once during week.



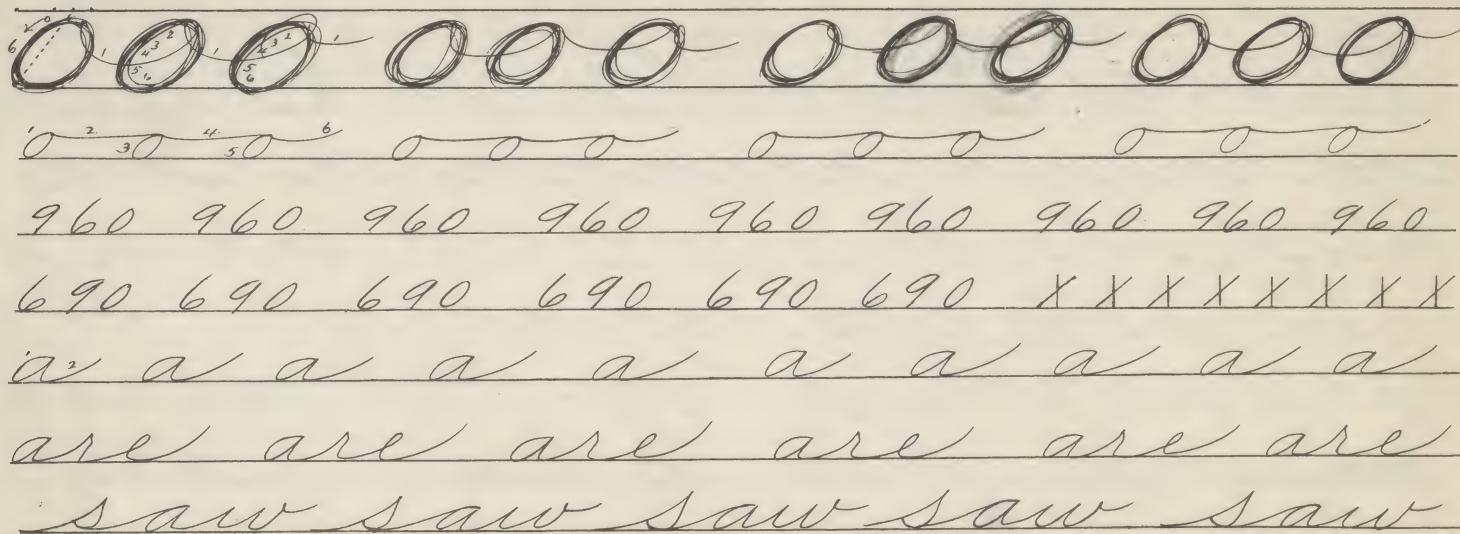
Begin loop drill by making three or four loops in a group first, until they can be made with free arm movement. Do not make the downward stroke of "e" too rounding. Loops must slant. Begin

the "c" with a curved line, like "e." It is an under stroke until you reach the top of the "c," then make a little dot and swing back, being careful not to make the "c" too rounding.



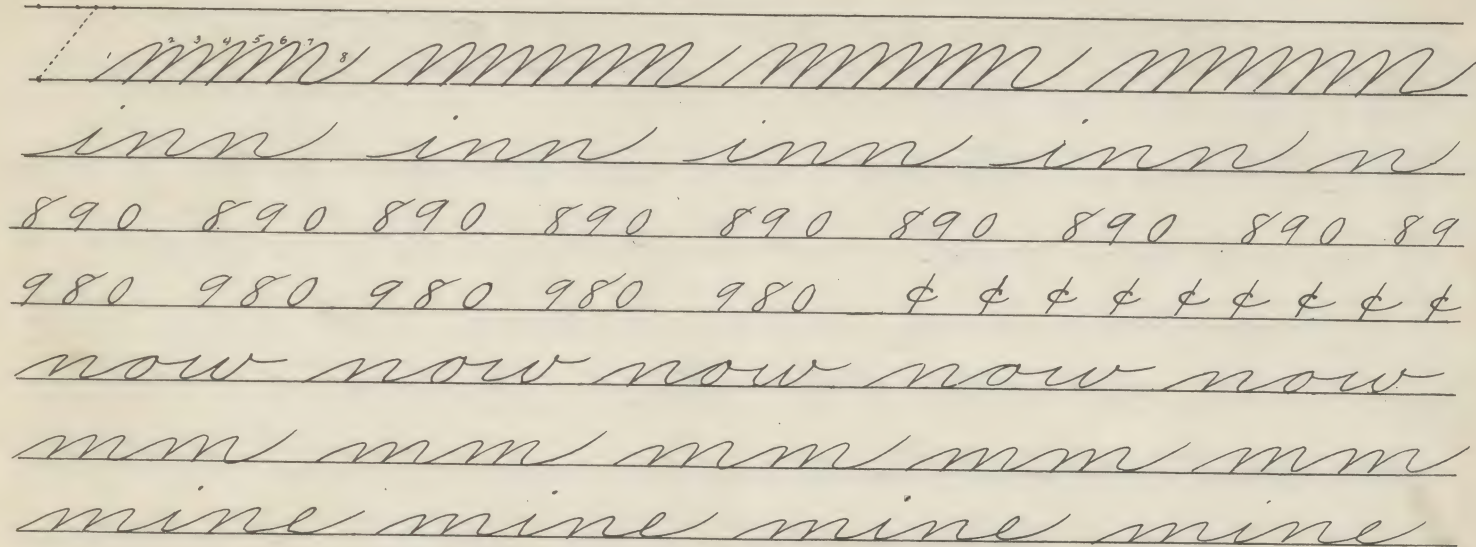
Correct position is necessary for good movement. Practice the drill on the first line without lifting the pen. The short line at the top of "r" is almost straight up and down. Do not curve the other

downward stroke. The "s" is sharp at the top and closed at the bottom. Work on this page one week. Practice the figures. The movement for the figures and the last part of "s" is the same.



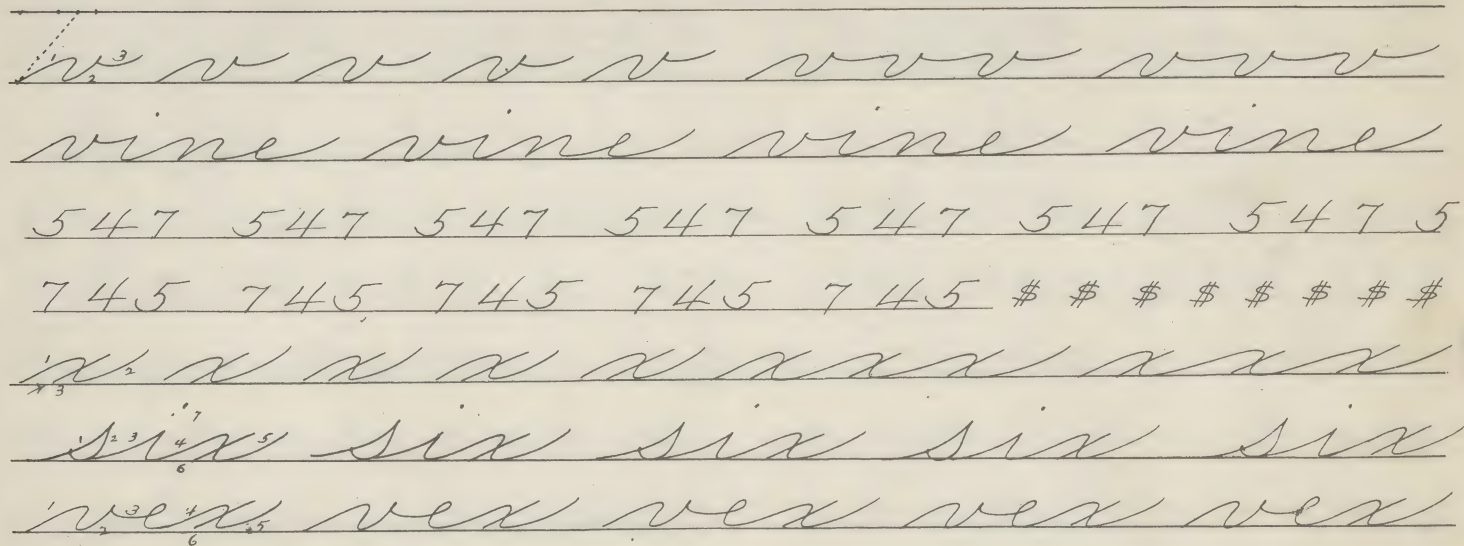
Pupils of the Sixth Grade can make the exercise on the first line—three ovals without lifting the pen. See if you can do as well. Then try making the “o’s” with that long stroke between. The “o” is a perfect oval and must be closed at the top. The “a” is not a per-

fect oval. Notice the difference. It has a short turn at the bottom, then comes to a point at the top. Be sure to make the straight downward stroke on the correct slant, and notice how flat the “a” is on top.



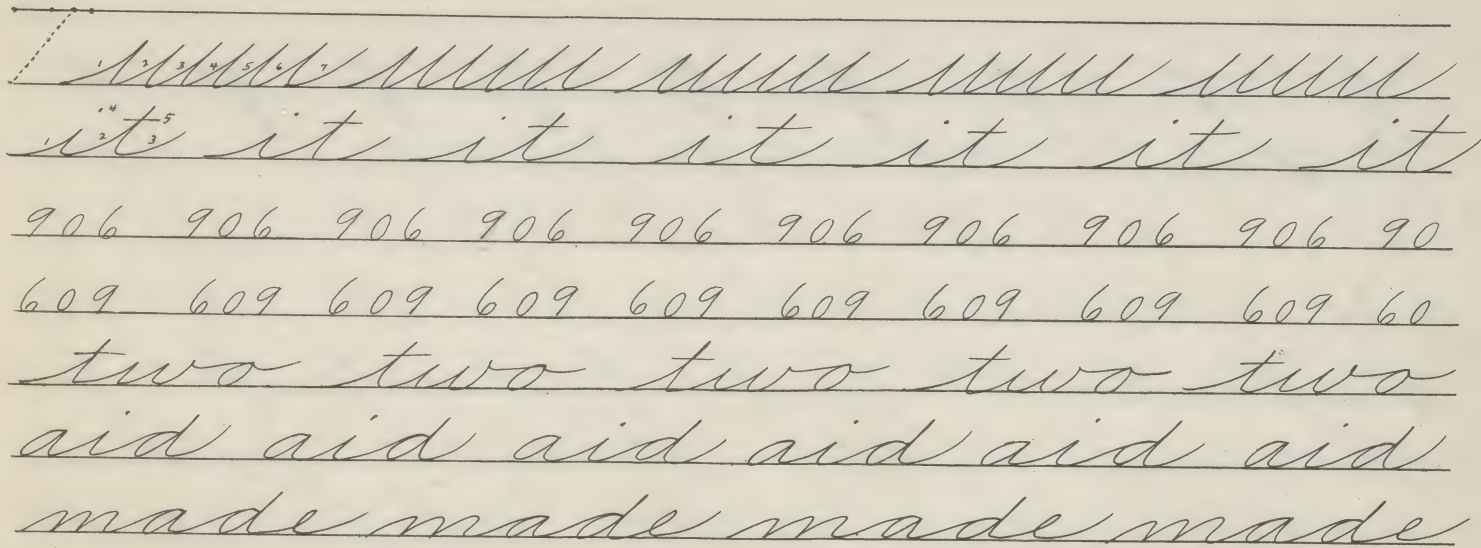
The "n" and "m" are two pretty letters, because they have such smooth, rounding tops, and the downward strokes are on the correct slant, like guns when soldiers are marching. Try the exercise on the

first line and see how well those soldiers will carry their guns. You must have the correct position, then study form, and practice movement. Work on this page one whole week. Practice figures once.



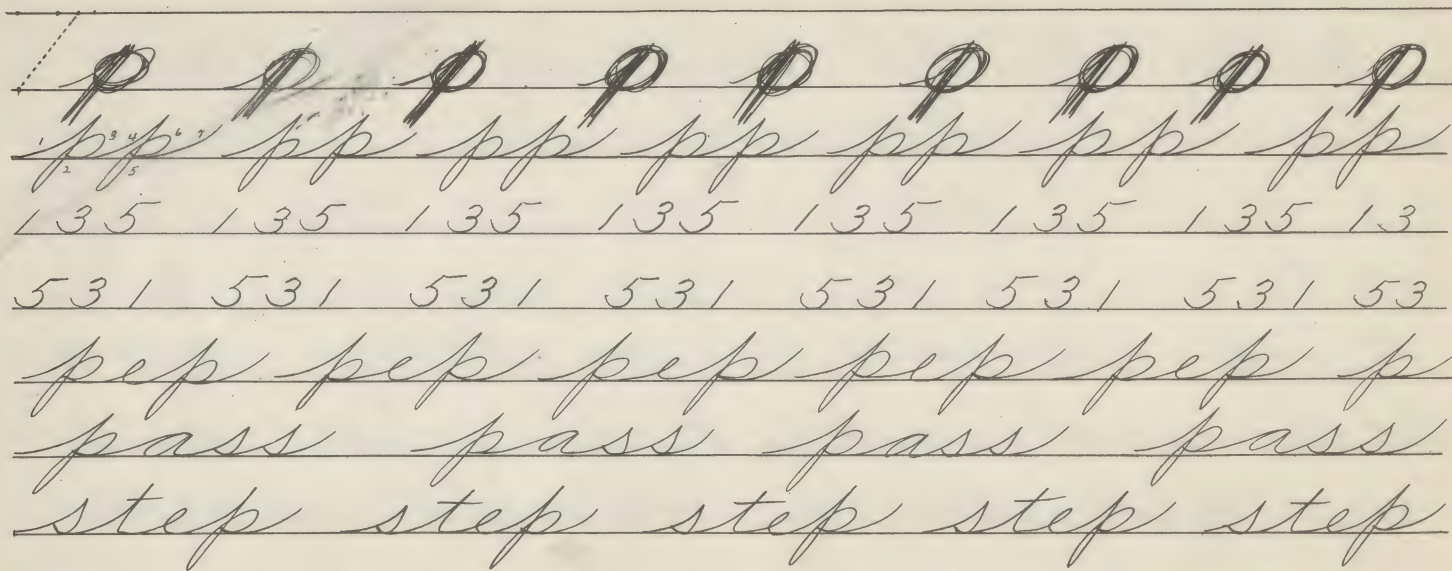
If you can make the last part of "n" on the correct slant, then you can make a good "v," because that downward stroke must not be straight up and down. Finish the "v" like the "w." Watch the

spacing in the letter. The cross of the "x" begins on the line and pushes upward. If it is made downward, it may cross in the wrong place and go through the line.



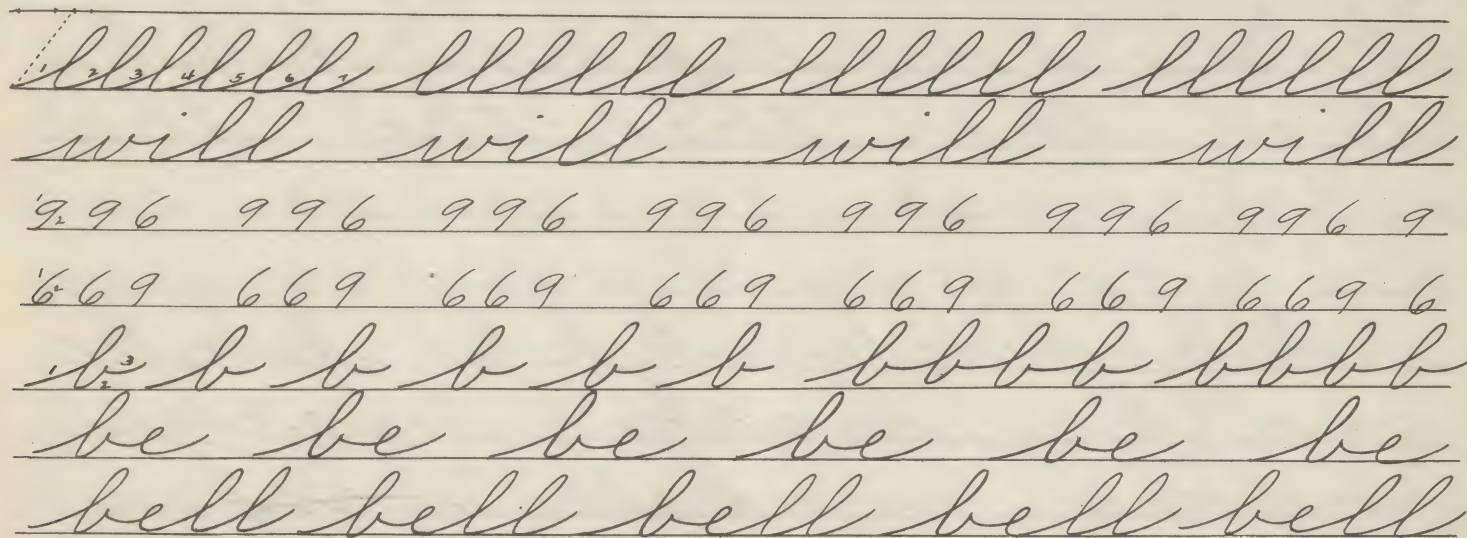
Here we have the push and pull movement in making the "t" and "d." The "t" is just twice as tall as the "i" or "w." The "d" is the same height as "t." Notice that the first part of "d" is just like

"a." Practice on a number of short words including the "t" and "d." Draw lines through the downward strokes to see if you are making them all on the correct slant. Watch your position and movement.



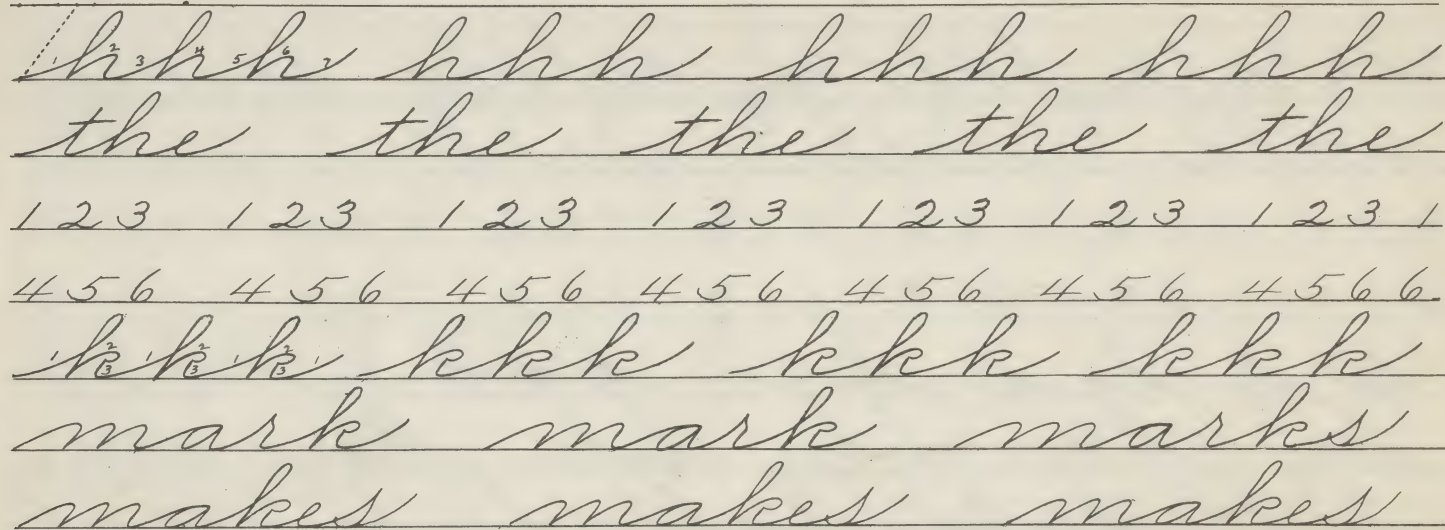
You have a new movement to learn on this page, which is found in the oval finish of the "p." Make the push and pull exercise, and, without lifting the pen, swing to the right for the oval. If you have

a good push and pull and swinging movement, you can make the "p." The little oval swings under on the line and touches the stem. The top of the "p" must be as tall as the "t" or "d."



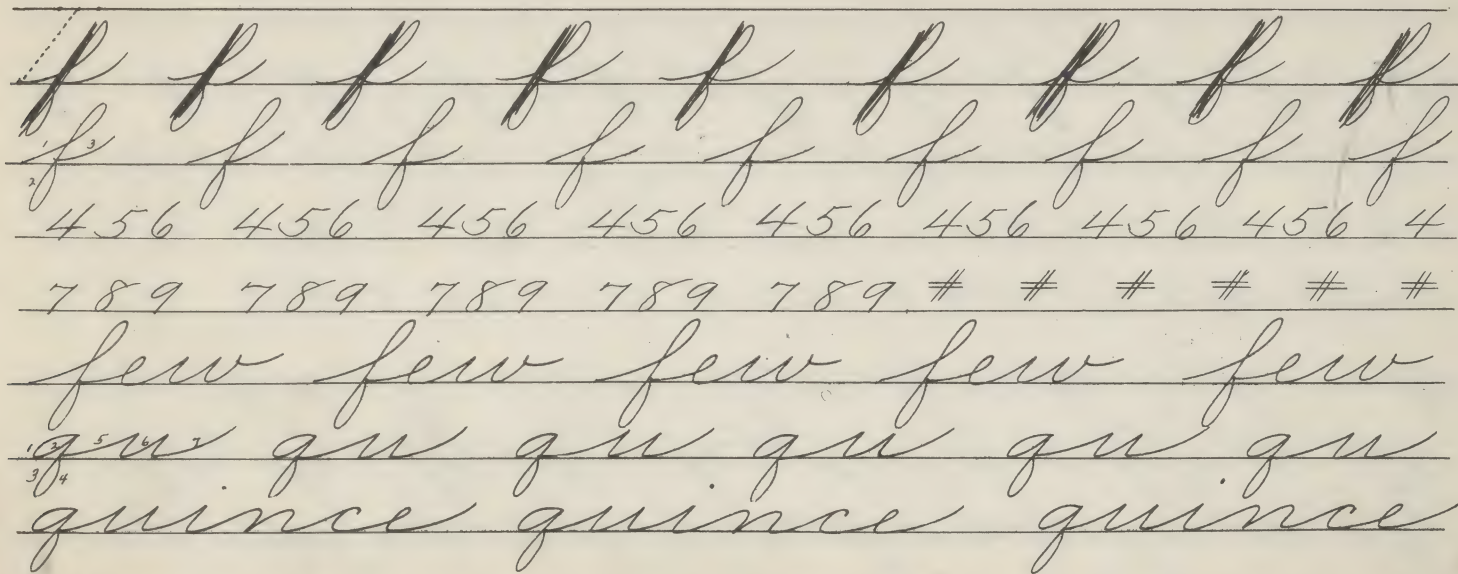
When practicing loops, the upward stroke must be a good, full curve and the downward stroke straight. Try making three loops without lifting the pen, and then try making six, as shown on the

first line. Notice the slant of the little dotted line. This is explained in the front of the book. The finish of "b" is just like that of "v," and is no taller. The small "e" is no taller than the finish of the "b."



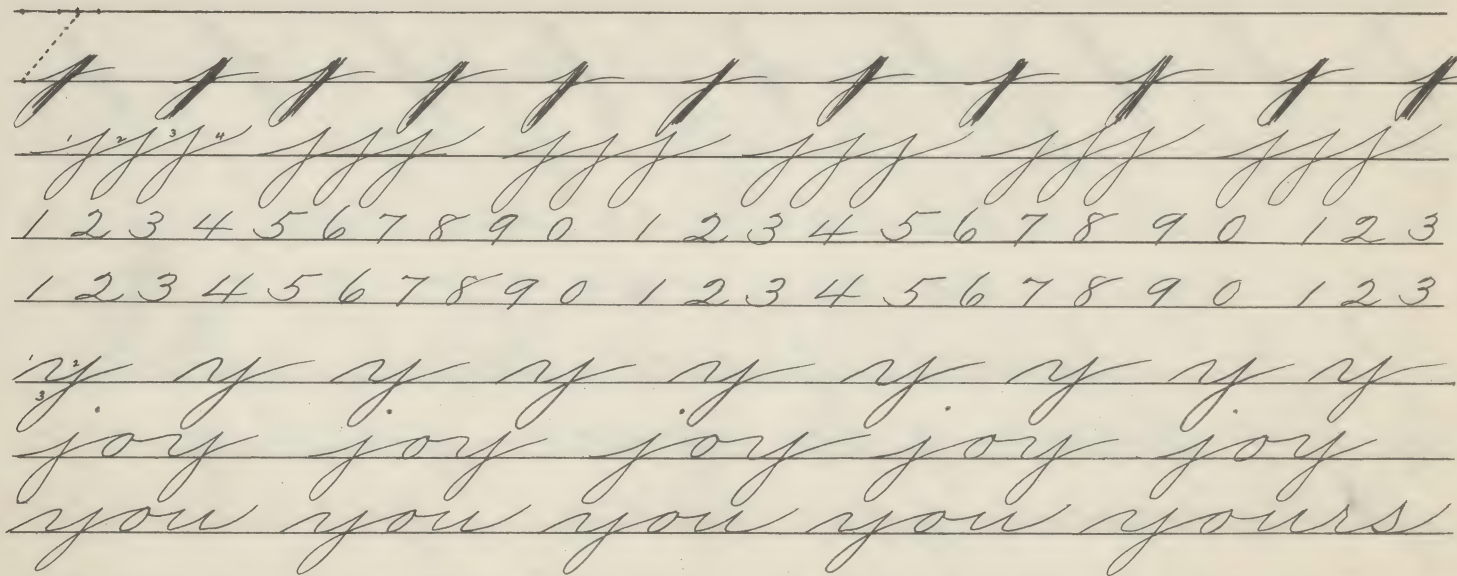
How many letters can you think of that are made with the finish of the "h"? Do not pull the last downward stroke off to the right. Keep it on the same slant with the dotted line. Loops must all be

the same height. The finish of "k" is different than any other letter. Make the little hook small and on a horizontal line, with a straight line finish under it. Practice one whole week on this page.



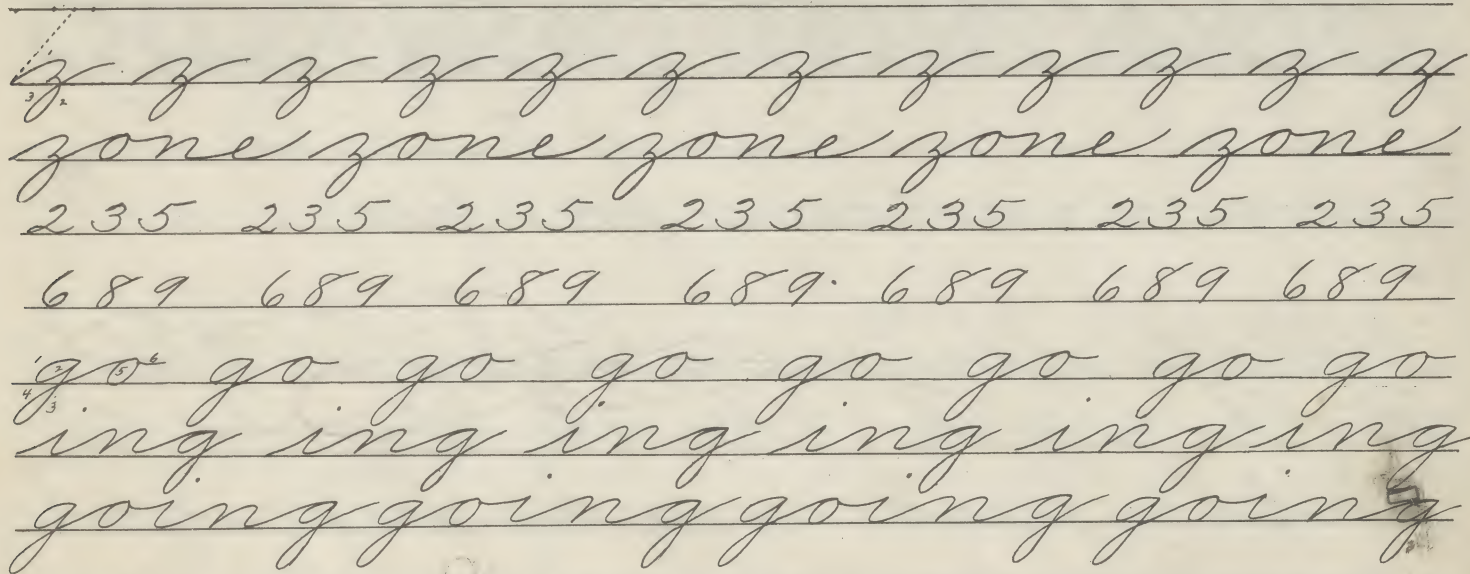
For the exercise on the first line, make the top loop of the “f,” the downward stroke through the line, push and pull, then finish with the lower loop. Stop on the line. Make the loop below the

line extend halfway to the line below. Practice on the words "of," "for," "if" and "off." The first part of "q" is like "a" and the finish like "f"; stop on the base line and finish with a graceful curve.



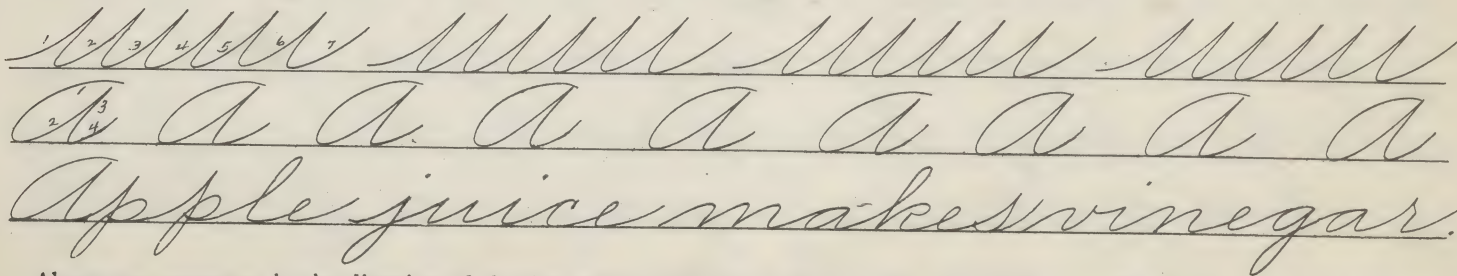
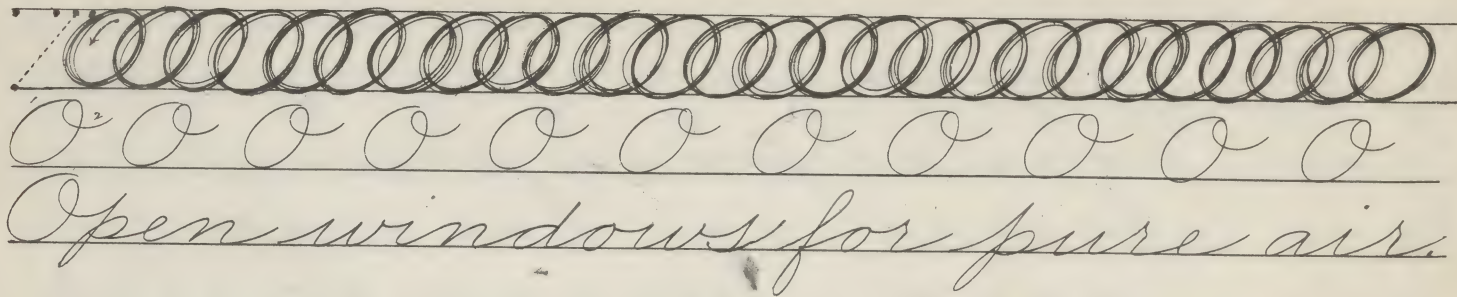
The "j" should be no taller than the small "i," and should be dotted, like in the word "joy" on the 6th line. The first part of "y" is like the last part of "h" or "n," and the last part is just like

the "j." Do not make the first part sharp at the top. Draw a line across the tops of letters in words to see if they are all the same height. Draw lines through the downward strokes to test the slant.



Do not forget about the correct position. Notice how rounding the "z" is at the top. Then a little upward curve is made from the base line before swinging down on the loop. Make this curve so the loop

may cross on the line. You should have no trouble in making the "g." After practicing on the word "going," try the word "gaining." Are you improving in your writing? Are you using movement?



Always use movement in the direction of the first stroke of the letter. The movement in the "O" is like the oval drill. Shift the paper to keep it in correct position. The "O" is closed at the top

and finishes with a graceful curve. The "A" is not a full oval, because the turn at the bottom is short and the downward stroke is a sweeping curve to the left. Make straight line on the correct slant.



² C C C C C C C C C C C

Can one live without meat?

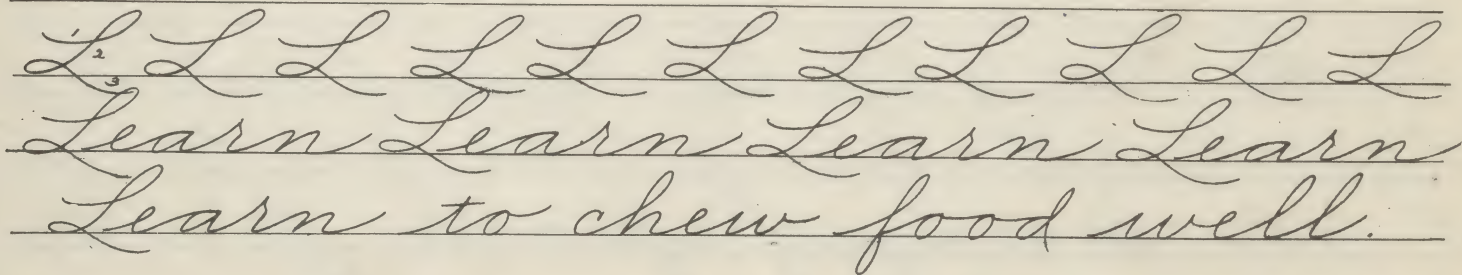
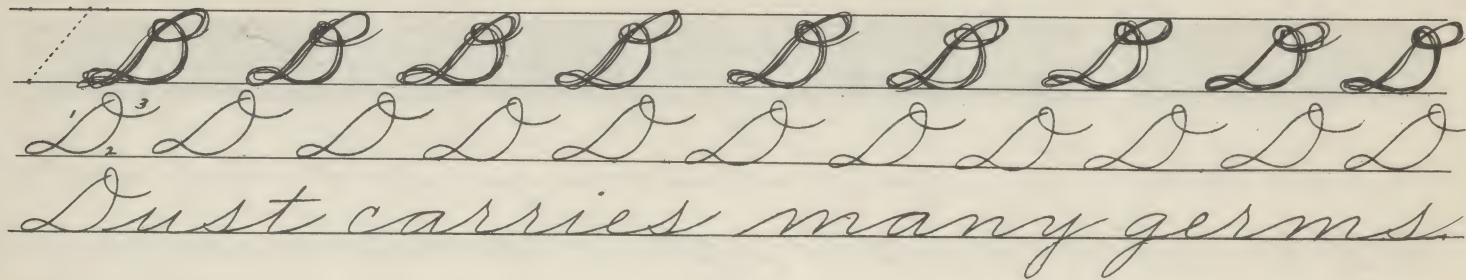
³ E E E E E E E E E E E E

Emma Emma Emma Eva

Eat freely of fresh fruits.

Repeat the count of 10 five times for a count of 50 when making the continuous oval. Notice the slant downward stroke of the loop on the "C." Make the top of "C" rounding like an oval. The little

loop of "E" is made just as you start to swing under with the top oval and points slightly downward. Swing to the left for the lower oval of "E." See *Manual* for stories about the sentences.



A new movement must be used for making the capitals on this page. The downward stroke of the "D" is a double curve. Swing to the left at the bottom so the little loop will rest on the line, then

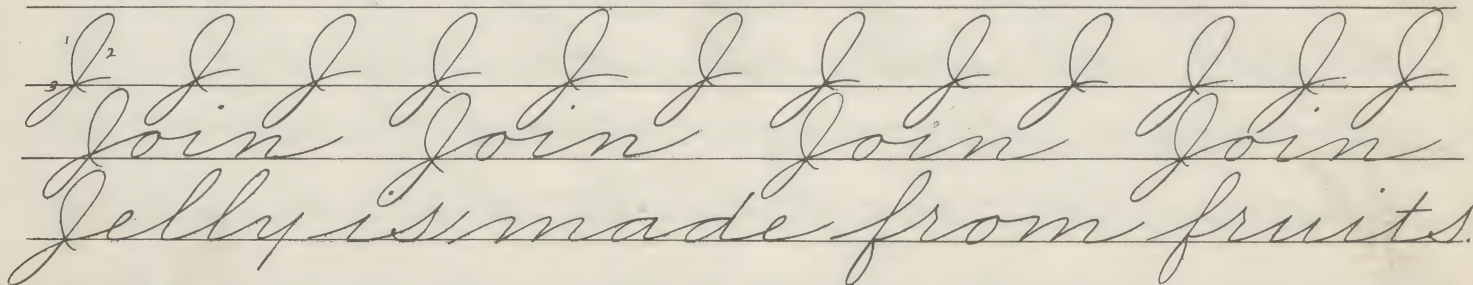
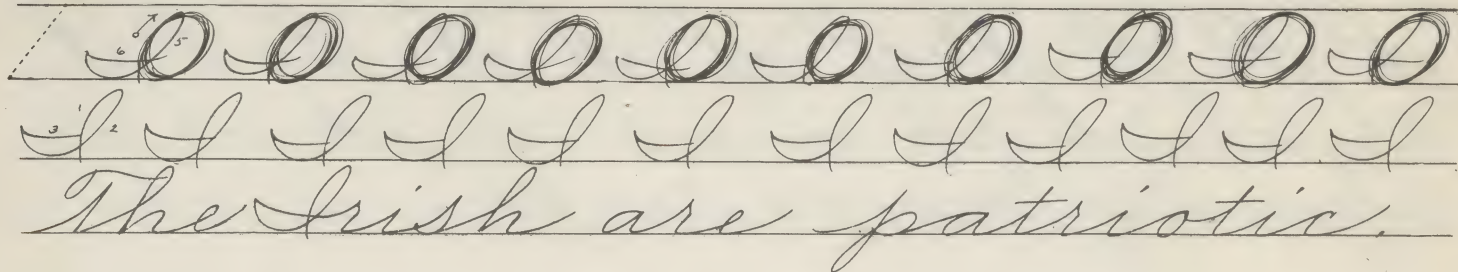
finish the "D" like "O." The downward stroke and loop of the "L" are like those in "D," but the "L" is finished with a double curve below the line. The loop of "L" is half the height of the letter.

S S S S S S S S S S S S
 S S S S S S S S S S S S
 Send flowers to the sick.

G G G G G G G G G G
 Good Good Good Good
 Give thought to pure food.

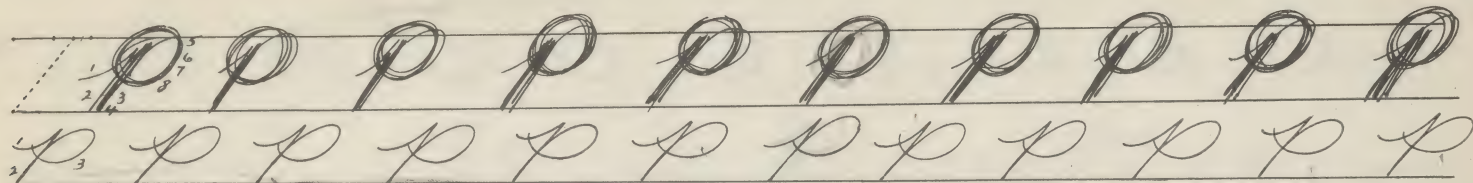
Make a good, full, upward curve when beginning the "S" or "G." The loop of the "S" is half the height of the letter. Notice how full and rounding the bottom of the "S" is where it rests on the

line. Swing up to a stop and finish with a graceful curve. If you follow around from the point of the "G" you will make a perfect oval. Finish the "G" like the "S."

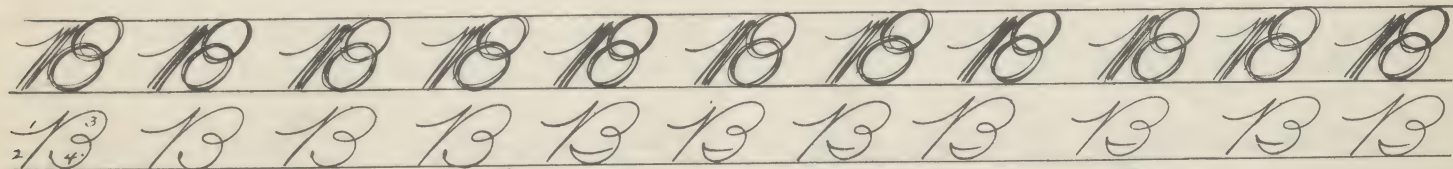


Make the oval on the first line in the direction of the little arrow, then finish with the capital "I." When making "I" on the second line, start the hand in motion and hit the paper just a little below

the base line. Go toward the top of the paper making a rounding turn with a downward stroke curving on the slant of the dotted line. Finish like "S." Make the back of the "J" straight.



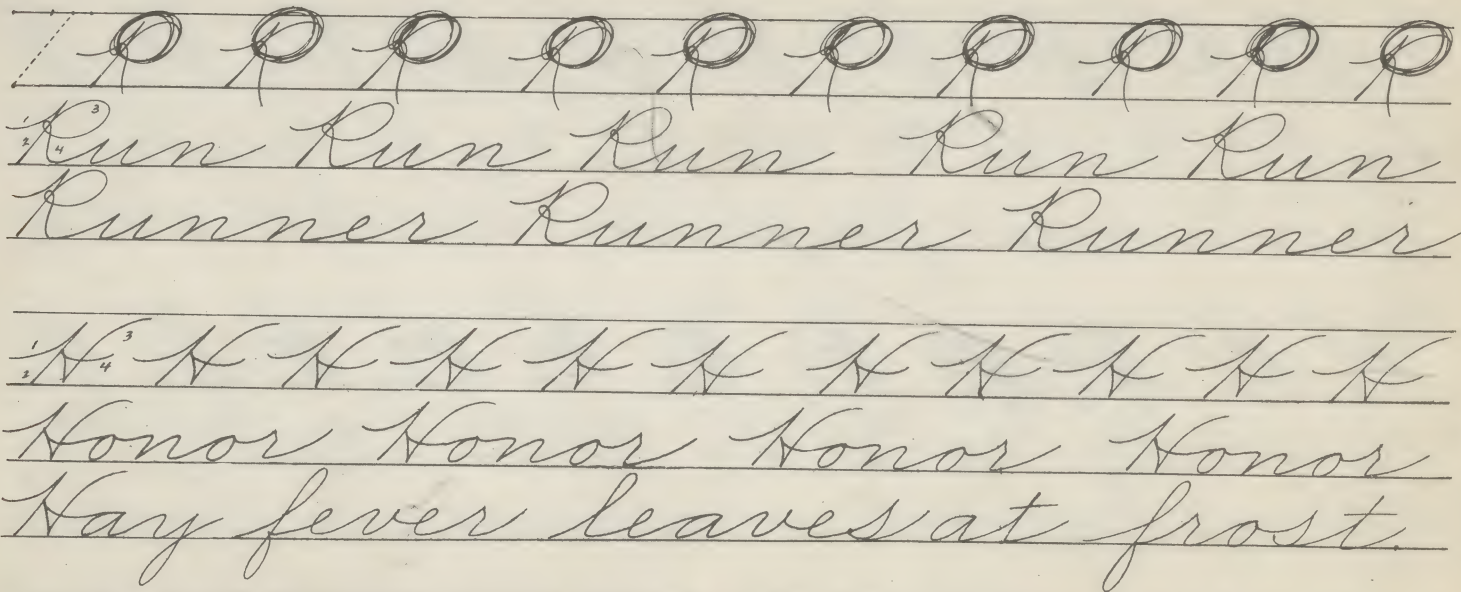
Pain is often a warning.



Brer Rabbit was very wise.

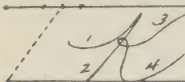
Combine the push and pull and oval without lifting the pen for the drill in making a capital "P" or "B." Either way of finishing the "B" as shown in the copy is correct. Refer to the *Manual* for

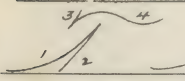
stories. Do not lift the pen when making "P" or "B," trace up the straight line. If a slight loop is made it is a correct form. Speed for "P," 40 per minute; for "B," 35 per minute.



Start the capital "R" like capital "P," finish with a little loop touching the stem, then drop to the line making this finishing stroke almost straight up and down. The above form of capital "H" is easy

to make. Refer to the alphabet on page 1 for a different form of "H." Either form is correct, take your choice. Speed for "R," 30 per minute; for "H," 30 per minute.


 K K K K K K K K K K
 Keen Keen Keen Keen
 Kitchens should be clean.


 T T T T T T T T T T
 Form Form Form Form
 Fleas may carry disease.

There are two forms of capital "K." See page 1 for the other form. If you can make a good downward stroke of "D" or "L," you can make a good "K." The finish is just like the "R." The double

curve over the top of "T" or "F" must not touch the stem. Are you improving? Speed for "K," 30 per minute; speed for "T," 30 per minute; speed for "F," 25 per minute.

Practice the drill on the top line. It is almost a push and pull exercise. Watch the slant and spacing, making tops rounding. The little loop of "N" or "M" must be on the same slant with the down-

ward strokes. The spaces in "M" are narrow and the last part shorter than the second part.

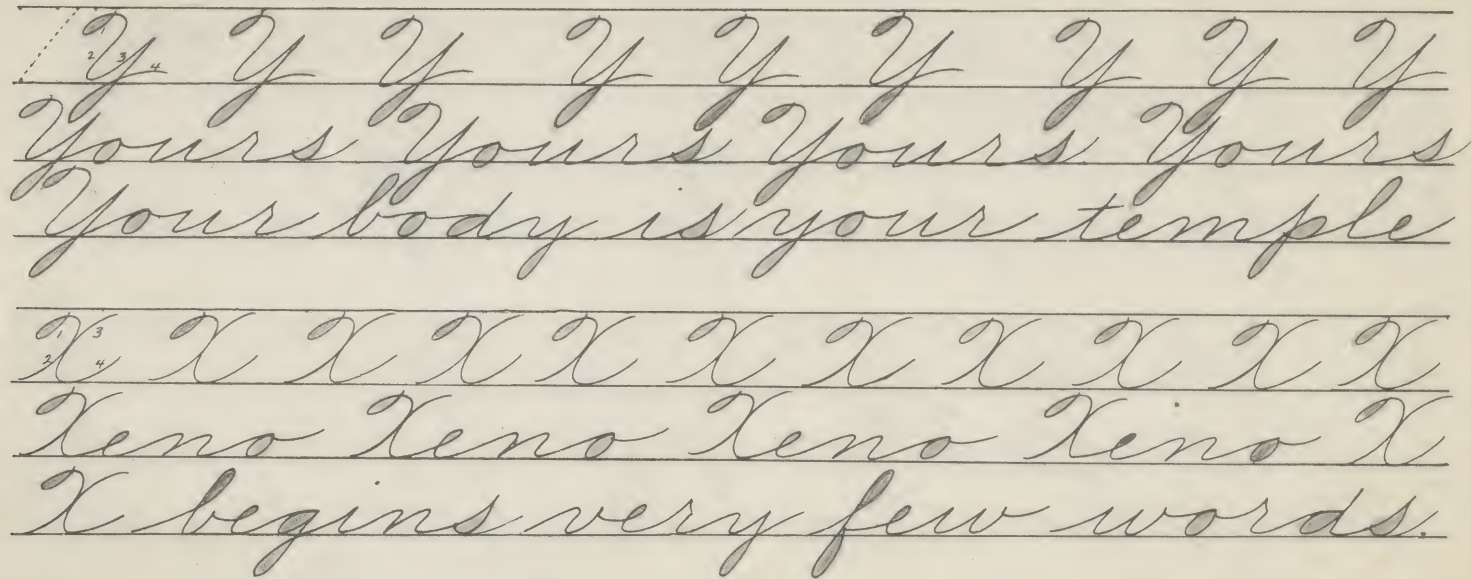
Learn to write "Miss," "Mr." and "Mrs." neatly.

V V V V V V V V V V V V
 Vain Vain Vain Vain V
 Violate few laws of diet.

U U U U U U U U U
 United United United
 Use the toothbrush freely.

Notice that the space in "V" is even except just where the finishing stroke swings to the right. Make a nice, smooth turn at the bottom. Capital "U" starts like the "V" but finishes like capital "A."

Make the turn at the bottom short and be careful not to make the point too far from the first part. Draw lines through the downward strokes of letters in words to test the slant.



The top of the "Y" is just like the "U." Then pull straight down from the point on the correct slant and finish like capital "J." Notice the two oval movements used when making the "X." It re-

quires practice to make the last downward stroke of "X" just touch the first part. It must be made with a good swinging movement. Practice the indirect and direct ovals, making them touch.

W W W W W W W W W W
 Winner Winner Winner
 Wealth cannot buy health

2 2 2 2 2 2 2 2 2 2
 Quiet Quiet Quiet Quiet
 Zeal for health gains it.

Make the first part of the "W" like the first part of "X." Swing up with a curve line to the point, making it as high as the first part of the letter. Make the downward stroke on the correct slant and

finish with an upward curve to the right. The capital "Q" is just like the figure "2" except the double curve finish which drops below the line. Study the form of the "Z."

This is a specimen of my
arm movement writing.

I have done my best
to improve.

NAME

AGE

GRADE

Re-write the above sentence as a final specimen of your handwriting this school year. Compare it with specimens written soon after school opened in the fall. Has your handwriting improved during the year? Perhaps your parents would like to see how much im-

provement you have made. Use correct position, free arm movement and good letter forms in all the writing you do during vacation. Do not get careless in your handwriting during the summer. Good writing should become a habit that you will follow all your life.

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Book Only.	7c	6c

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